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ABSTRACT

This paper reports the results of a study which examined elementary teachers' attitudes toward two sets of materials sponsored by the Consumers Power Company in Michigan. The study was intended to add to the body of knowledge concerned with teacher assessment of sponsored materials, and to identify factors which may have an effect upon the use of the materials in the classroom. Three hundred and fifty nine questionnaires were mailed to teachers. The response rate was 47%. The two media kits analyzed in the study were "Career Awareness" and "Career Interests." The study revealed a positive attitude toward and acceptance of the educational materials. The educational materials were found to have great instructional value to the users, particularly in providing career awareness and stimulating interest on the part of pupils. Because of the highly favorable responses from those teachers who reported using the media kits, it is believed that the kits have a place in the schools of Michigan. The conclusion, therefore, is drawn that Consumers Power Company should continue to provide these and similar materials to teachers. The questionnaire and teacher responses are included in the appendices. (RM)

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A STUDY OF TEACHER OPINIONS AND EVALUATIONS CONCERNING THE MEDIA KITS "CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS" AND "MY CAREER INTERESTS NOW AND IN THE FUTURE" PROVIDED BY CONSUMERS POWER COMPANY

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Charles R. DuVall, Ph.D.

Consumers Power Company
Jackson, Michigan

and

Charles R. DuVall and Associates
South Bend, Indiana

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CHAPTER I

STATEMENT OF THE PROBLEM AND DESIGN OF THE STUDY

For the past thirty or more years, dating from the post-World War II period, great quantities of sponsored materials have been made available without cost to teachers for use with their pupils. Evidence of the amount and kinds of sponsored materials available was obtained by examining several supplementary materials directories, some of which are revised annually. Examples of these directories were Educators Guide to Free Materials (a series of guides listing free pamphlets, film strips, bulletins, movies, and tape recordings; (Suttles series); Free and Inexpensive Learning Materials (Peabody College series); and Educational Media Index (McGraw-Hill series).

Articles and monthly columns appear in trade papers and journals informing teachers of the availability of the most recent sponsored materials. In addition, an examination was made of several series of pamphlets which inform teachers of materials that could be ordered and used.

Consumers Power Company also publishes an annual Guide to Teaching Resources each August, three (3) copies of which are distributed to each public and private school (K-12) in the Company's distribution area. A mid-year supplement, distributed in January is also provided to the same audience. These guides may then be utilized by teachers and media specialists in requesting materials. Self-addressed, postage paid business reply

cards are provided for the convenience of the user for making these requests.

Finally, the producers and distributers of these materials are interested in how their materials are used by teachers. This study, sponsored by Consumers Power Company, Jackson, Michigan, is evidence of at least one producer's interest in determining the strengths and weaknesses of the materials being distributed to teahcers throughout their service area. It is assumed (and this assumption has been supported by research) that the educational materials distributed by Consumers Power Company are being utilized in the classrooms and therefore have a direct impact upon the instructional programs of the schools.

THE PROBLEM

Underlying assumptions. For purposes of this study the following assumptions were made:

1. That teachers did use the eudcational materials provided by Consumers Power Company.

2. That these teachers, when they received these materials from the company used them with their classes and made a subjective judgment of the educational value of the materials.

3. That these users would communicate their assessments (judgments) of these materials to the researchers, and that a mailed questionnaire was the most appropriate method to gether these data.

Specific problems. The specific problems of this project were to study teacher assessment of the following factors relating to the media kits "Career Awareness: Understanding Myself and Others" (Career Awareness) and "My Career Interests--Now and in the Future" (Career Interests) provided them by Consumers Power Company.

These problems were:

1. An analysis of teacher opinion concerning how these materials fit into their instructional program.

2. An attempt to determine the recipients' reason for requesting the materials.

3. An assessment of the use made of the materials by the recipients.

4. An assessment of the instructional effectiveness of the materials when contrasted with other instructional materials (not determined) available to teachers.

5. The effectiveness of the materials' contents in the instructional program.

6. The teachers' opinion of the effect upon students of the fact that the materials were industry sponsored.

7. A compilation of user comments based upon the above items was prepared.

Importance of the study. A thorough search of the literature and reports of research revealed that a study of teacher judgment of the media kits "Career Awareness" and "Career Interests"

provided by Consumers Power Company had not been conducted. The factors which may have influenced teachers' judgments of these materials had not been tested. This study was intended, therefore, to add to the body of knowledge concerned with teacher assessment of sponsored materials, and to identify factors which may have an effect upon the use of the materials with their classes.

DEFINITIONS OF TERMS USED

Several terms employed in the description of this study, which may have specific implications, were defined as follows:

Closed Form Questions. Responses are made to a set of provided answers. The information that is desired may be more easily counted, tabulated, and analyzed. (Best:44)

Free and Inexpensive Materials. Materials available at no cost to the teacher, or at a cost that only included postage. (DuVall:1973,4)

Non-respondent. Any recipient of a questionnaire who does not reply. (DuVall:1973,4)

Open Form Question. Used for intensive studies or exploration of novel problems. Each answer is a written description and much room is usually available for free response. (Best:144-45)

Opinionaire. A type of questionnaire designed to elicit opinions or attitudes, in contrast to objective facts: much the same as expressionaire. (Good:399)

Questionnaire. A list of planned, written questions related to a particular topic with space provided for indicating the response to each question, intended for submission to a number of persons for reply, commonly used in normative survey studies and in the measurement of attitudes and opinions. (Good:464-65)

Respondent. Any recipient of a questionnaire who actually replies to the questionnaire. (Good:496)

LIMITATIONS OF THE STUDY

One limiting factor in any study using the questionnaire as the basic means of data collection, particularly when utilizing the mailed form of instrumentation, is that of nonresponse, or failure to obtain information from the respondents. According to Kish nonresponses may fall into a number of categories, any one of which might describe the nonrespondent. Included in these categories are: Temporarily unavailable; Refusals; Incapacity or inability; Not found; and Lost schedules. (533-34)

Another limitation was the nature of the population; that is, the persons who received educational materials from Consumers Power Company within a specified period of time. Because of the possible psychological makeup of the teacher requesting/receiving materials the results could be skewed. However, no other method to assess the value of such materials could be devised which would yield similar results.

DESIGN AND RATIONALE

To obtain the desired information two opinionaires were developed, as were the accompanying cover letters which included an explanation of the study (see Appendix A). The opinionaires were adapted and modified from instruments used in similar studies previously conducted gy the researcher.

According to established patterns found in research, certain information, details, and form were included in the design of the cover letter. Such included items were as follows: the purpose

of the study, the importance of the study to the respondent, the value of the respondent's reply, and the signature and the title of the educator involved in this particular study. (Borg:214-15) The cover letter did not mention any confidential treatment of the data. A summary of the findings was promised. (Young:205) General attractiveness was stressed.

According to Good and Scates, questionnaires constitute a major, reliable survey instrument for data gathering in various survey studies. (606) The mailed opinionaire, a type of questionnaire, was used because personal contact was impossible in most instances and unnecessary in this study. Acknowledging that the mailed questionnaire technique possessed several disadvantages such as address problems due to possible widespread mobility (Snelling:127) and the possibility of some replies being incomplete or not returned, this technique was still employed in gathering the data for this study due to its proved general effectiveness and its relatively low cost. (Droege:256)

Concerning the beginning statements (questions 1-4) this information was requested for possible relationships between demographic data and materials utilization of teachers and their opinions concerning the materials.

Questions were ordered in a funnel structure, a psychologically and logically sound sequence. Simple, interesting, and neutral questions preceded the more difficult, crucial, and personal ones. (VanDalen:257)

Questions were kept short because brevity was stressed in the research dealing with instrument development. The question length usually did not exceed 20 words, with every word being familiar and concise, thus involving a minimum of the respondent's time. (Oppenheim:56)

Both closed and open form questions were developed and employed in these instruments. The closed form type question, requiring checked responses, was used to secure categorized data. Open form questions were used in order to provide a more concise picture of the respondents' opinions relating to the materials under study. (VanDalen:256)

The open type question form was employed in some questions even though it was more difficult to tabulate responses. For this reason all responses to the open-form questions are reproduced in Appendixes B through F. Readers are urged to peruse these in some depth and draw their own conclusions, within the context of the limitations noted. Despite its limitations and difficulties in analyzing replies this type of question tends to avoid superficial replies and allows respondents to structure their own answers. (Sax:112)

When wording questions the following ideas were taken into account: using simple words; making the questions concise; formulating questions; avoiding the use of "danger words" connoting emotionalism, stereotyping, etc.; making allowance for a range of possible responses; and designing realistic multiple-choice alternatives. (Parten:200-01)

INSTRUMENTATION

Heading the list of numbered questions was one (number 1) intended to determine some indication of the relative size of the community in which the respondent teaches and in which the media kits were used. Admittedly these data are of a very general nature. The answers elicited from this question served as a too for the interpretation of the responses which followed. Questions 2, 3 and 4 dealt with matters more directly related to teachers and teaching. (Sax:218)

Questions 5, 6 and 7 dealt with the receipt of the materials. Questions 8 and 9 dealt with the purpose for requesting the media kits as well as their use after receipt. Questions 10 through 20 pertained to the main concerns of the study - applicability to instructional program, assessment of accuracy of information contained in the material, effectiveness of content, and comparison with other materials. Comments concerning the materials also were solicited. Finally, an offer was made to provide a summary of the study, if requested by the respondent.

METHODOLOGY

Identification of the materials and the population. Representatives of Consumers Power Company Educational Services Program identified the types of material to be analyzed in this study. They were two media kits, "Career Awareness" and "Career Interests."

The postal reply cards for the period of the distribution of these materials (three semesters) were provided the researcher. All requests were identified and a preliminary letter sent to media directors requesting the names of those teachers who had requested the media kits. The names received from the media directors were combined with those of teachers who had independently requested the kits and a second mailing was made. This second mailing was of the research opinionaires.

Mailing the opinionaire. A total of 359 opinionaires was mailed. Each opinionaire was identified with a four digit number. A cover letter and a self-addressed postage paid return envelope were included. Opinionaires were mailed to each of the selected teachers on October 30, 1981.

Follow-up techniques. A follow-up postal card was mailed on November 27, 1981. This mailing was accomplished in order to have a sufficiently high percentage of usable returns. This procedure was adapted from the technique suggested by Kephart and Bressler. (123-32)

ORGANIZATION OF THE REMAINDER OF THE STUDY

This study has in Chapter II the presentation and analysis of the data. The summary, conclusions, and recommendations of this study are reported in Chapter III.

CHAPTER II

FINDINGS OF THE STUDY

This chapter presents an analysis of the data relating to the media kits provided by Consumers Power Company of Jackson, Michigan.

An examination of the total mail return was made and responses were examined by individual media type on the opinionaire (see Appendix A) together with an examination of selected comments (see Appendixes B through F).

A total of 359 opinionaires was mailed. Of this total four were returned as undeliverable and 93 were excluded from the study because the respondents indicated that they had not yet received the materials or had not used them as yet. Of the total mail contacts an overall usable response ratio of 47 per cent was obtained. Responses from 122 individuals were of use to this study. Because of the highly favorable rate of response, generalizations were drawn concerning the materials and teachers' opinions. Special note should be made of the seemingly high rate of those respondents who stated that they had not as yet used the media kits. Many individual notes were received which stated that they planned to use them the next (Spring) semester. As this survey was conducted in the Fall (October and November), this would seem to account for what otherwise would have been considered a disproportionate number of "non-users." In the 23 cases where respondents reported not receiving the kit(s), a

large proportion of these responses came from teachers whose names had been provided by the media directors. In all cases the appropriate company officials were notified and the kits were mailed immediately. A complete breakdown of the mail return data is presented in Table 1.

TABLE 1. ANALYSIS OF MAIL RETURNS

Material	Mailed	Ret. P.O.	Not Rec'd	Not Used	Usable	Rec'd.	%Resp.
Career Awareness	176	2	9	32	133	73	55
Career Interests	183	2	14	38	129	49	38
Combined	359	4	23	70	262	122	47

ANALYSIS OF OPINIONAIRE RESPONSES

Demographic analysis. Several demographic factors were analyzed. These respondent related factors included the type of school (district) as related to community size. Examination of the data indicates that the responses to the opinionaire were received in almost equal numbers (per cent) from all of the five demographic classifications included in the instrument. The range was from 17 per cent to 23 per cent in the combined totals. These data are presented in Table 2.

The respondents to the opinionaire, and hence the users of the media kits, appear to be above average when compared with other Michigan teachers in the amount of post-bachelors educational

TABLE 2. RESPONSES RECEIVED TO THE QUESTION: "IN WHAT SIZE COMMUNITY DO YOU TEACH?"

Response	Career Awareness f	Career Awareness %	Career Interests f	Career Interests %	Combined f	Combined %
Rural	16	22	8	16	24	20
Small town (under 10,000)	18	25	10	20	28	23
Town (10-50,000)	12	16	9	18	21	17
City (over 50,000)	14	19	12	26	26	21
Suburban	11	15	10	20	21	17
No response	2	3	--	--	2	2
Total	73	100	49	100	122	100

training that they have. In excess of half of the respondents reported that they had the earned Master's degree or possessed formal education beyond the Master's degree. The media kits appear to be attracting the more highly educated teachers to their use. Complete data regarding educational background of the respondents are presented in Table 3.

When queried about the years of teaching experience that they possessed again the respondents appeared to fall in the "more experienced" category. In excess of half of the sample reported having betweeen 11 and 30 years experience. Coupled with the data presented in Table 3 these data support the assumption that these media kits are being utilized by an altogether experienced group of teachers. All data regarding the teaching experience (years) are presented in Table 4.

TABLE 3. RESPONSES RECEIVED TO THE QUESTION: "WHAT IS THE HIGHEST DEGREE YOU HOLD?"

Response	Career Awareness f	Career Awareness %	Career Interests f	Career Interests %	Combined f	Combined %
Less than Bachelor's	--	--	1	2	1	1
Bachelor's degree	1	1	1	2	2	2
Bachelor's degree plus	31	42	14	28	45	37
Master's degree	18	25	15	31	33	27
Master's degree plus	21	29	17	35	38	31
Specialist's degree	2	3	1	2	3	2
Doctorate	--	--	--	--	--	--
No response	--	--	--	--	--	--
Total	73	100	49	100	122	100

TABLE 4. RESPONSES RECEIVED TO THE QUESTION: "HOW MANY YEARS OF TEACHING EXPERIENCE DO YOU HAVE?"

Response	Career Awareness f	Career Awareness %	Career Interests f	Career Interests %	Combined f	Combined %
Student	--	--	--	--	--	--
1 - 3	9	12	6	12	15	12
4 - 7	8	11	7	14	15	12
8 - 10	13	18	7	14	20	17
11 - 20	24	33	19	39	43	35
21 - 30	16	22	10	21	26	21
31 - 40	1	1	--	--	1	1
41+	2	3	--	--	2	2
No response	--	--	--	--	--	--
Total	73	100	49	100	122	100

Data regarding the grade level at which the respondents taught are presented in Table 5. These data show that both kits are used across all levels within a school system from grades 1 through 12. This range is somewhat unusual in that "Career Awareness" is intended for use with grades 2 through 5 and "Career Interests" is intended for use with grades 6 through 9. What this means is that teachers are ordering materials that are not particularly suited to the developmental level and experiential background of their pupils. It may also explain several of the negative comments contained in the appendixes calling for materials to be developed for more specific grade levels. The catalog A Guide to Teaching Resrouces, 1981-82 very clearly defines the intended grade levels for use of these media kits. In the opinion of the researcher teachers also have a tendency, and have been trained, to adapt materials for use with their more able and less able pupils. This tendency and training also may account for the wide range of requests. Complete data are presented in Table 5.

Source of information for request. Consumers Power Company attempts to acquaint teachers with their materials using various avenues of information. Ads are run in professional journals. Media directors and principals are provided catalogs to share with teachers. College and university instructors are offered the opportunity to obtain media kits to use with their classes. By far the most effective means of providing information to teachers is the Guide to Teaching Resources 81-82 (catalog). Data collected for this study revealed that four of every five

TABLE 5. RESPONSES RECEIVED TO THE QUESTION: "AT WHAT LEVEL DO YOU TEACH?"

Response	Career Awareness f	Career Awareness %	Career Interests f	Career Interests %	Combined f	Combined %
Early childhood (-K)	--	--	--	--	--	--
Kindergarten	3	4	--	--	3	2
Grade 1	5	7	1	2	6	5
Grade 2	12	16	1	2	13	11
Grade 3	16	22	2	4	18	15
Grade 4	13	18	6	12	19	16
Grade 5	20	27	13	27	33	27
Grade 6	10	14	12	25	22	18
Grade 7	12	16	14	29	26	21
Grade 8	12	16	13	27	25	20
Grade 9	6	8	10	20	16	13
Grade 10	3	4	7	14	10	8
Grade 11	3	4	8	16	11	9
Grade 12	2	3	8	16	10	8
College/University	--	--	--	--	--	--
Other	7	10	3	6	10	8
Totals	**	**	**	**	**	**

No totals. Multiple responses possible.

requests (80 per cent) came from the catalog. All other methods combined accounted for the rest of the requests, with "word of mouth" (another teacher) accounting for the next highest frequency of response (5 per cent). Complete data are presented in Table 6.

TABLE 6. RESPONSES RECEIVED TO THE QUESTION: "HOW DID YOU LEARN OF THE AVAILABILITY OF THIS MEDIA KIT?"

Response	Career Awareness f	%	Career Interests f	%	Combined f	%
AV Director	2	3	1	2	3	2
Librarian	3	4	2	4	5	4
Another teacher	3	4	3	5	6	5
Building principal	--	--	1	2	1	1
Catalog from Consumers Power	60	82	37	76	97	80
Newspaper-magazine ad	2	3	2	4	4	3
REMC	2	3	2	5	4	3
College/university course	--	--	--	--	--	--
School district in-service	--	--	--	--	--	--
Other	1	1	1	2	2	2
No response	--	--	--	--	--	--
Totals	73	100	49	100	122	100

Reasons for requesting materials. The most frequently cited reason for requesting the media kits provided by Consumers Power Company was that of "looking for current materials in career

education." This reason was given by 76 per cent of the respondents. Coupled with this was "interested in materials on career education" which was given by 61 per cent of the respondents. These two reasons indicate that Consumers Power Company is providing materials of current interest to the audience of teachers using their materials. Finally, the third reason cited in more than half the respondents' replies was that they wanted materials that could be used with the entire class. This means that while certain teachers do request materials for their more capable and less capable students (5 and 6 per cent respectively), the main use being made of these media kits is with entire class groups. Complete data regarding purpose for requesting the media kits are presented in Table 7.

The reader is cautioned in reading Table 7, as well as Table 8, that multiple responses were possible, indeed encouraged by the instrument (see Appendix A). Teachers were encouraged to identify multiple reasons for requesting the media kits and quite often did select several responses. The reader may draw unwarranted conclusions unless aware of this fact.

Use made of media kits after receipt. The data presented in Table 8, which dealt with the use teachers indicated they made of the media kits after receipt, revealed that they were used primarily (62 per cent) to supplement existing instructional materials and methods. Forty-three per cent of the respondents indicated that they used the media kits for enrichment of the entire class. Less than one-third of the respondents indicated that they used these media kits as basic instructional materials.

TABLE 7. RESPONSES RECEIVED TO THE QUESTION: "WHAT WAS YOUR PURPOSE IN REQUESTING THIS MEDIA KIT?"

Response	Career Awareness f	Career Awareness %	Career Interests f	Career Interests %	Combined f	Combined %
Looking for current materials	57	78	36	73	93	76
Have special need for materials	27	37	16	33	43	35
Curious to see what CPC offered	11	15	10	20	22	17
Interested/career materials	48	66	27	55	75	61
Mtls./more capable students	6	8	--	-	6	5
Mtls./less capable students	5	7	3	6	8	6
Mtls./entire class	41	56	24	49	65	53
Other	1	1	2	4	3	2
Totals	**	**	**	**	**	**

**No totals. Multiple responses possible.

These data, coupled with the data presented in Table 7, would indicate that the educational media kits dealing with career awareness and interests are sought after and used because they are of interest to teachers for use as supplementary to the existing instructional program. Complete data regarding use made of the media kits are presented in Table 8.

Use of media kit components. Data presented in Table 9 revealed that two-thirds of the respondents reported using all materials in the kit which included the filmstrips, cassettes,

TABLE 8. RESPONSES RECEIVED TO THE QUESTION: "WHAT USE DID YOU MAKE OF THIS MEDIA KIT AFTER YOU RECEIVED IT?"

Response	Career Awareness f	Career Awareness %	Career Interests f	Career Interests %	Combined f	Combined %
As supplementary material	42	58	34	69	76	62
As basic instructional material	24	33	13	27	37	30
As teacher reference material	5	7	5	10	10	8
As pupil reference material	3	4	6	12	9	7
Enrichment/more capable students	3	4	1	2	4	3
Enrichment/less capable students	3	4	2	4	5	4
Enrichment/entire class	35	48	18	37	53	43
Other	1	1	--	--	1	1
Totals	**	**	**	**	**	**

**No totals. Multiple responses possible.

teachers guide and activity sheets (suggestions). A lesser number reported using the filmstrips/cassettes without reading the teachers guide. Still other respondents reported using all components except the activity sheets (suggestions). No respondent reported using the activities without the filmstrips/cassettes. (Note: It would be impossible to use the filmstrips without the cassette as no typed scripts for the filmstrips are provided.) Data are presented in Table 9.

TABLE 9. RESPONSES RECEIVED TO THE QUESTION: "IN USING THE MEDIA KIT WHICH OF THE FOLLOWING DID YOU USE?"

Response	Career Awareness f	%	Career Interests f	%	Combined f	%
Teachers Guide	--	--	--	--	--	--
Filmstrips and Cassettes	10	14	9	18	19	16
Activity Sheets (Suggestions)	--	--	--	--	--	--
Teachers Guide/Filmstrip/ Film. Cass.	9	12	12	24	21	17
All materials included in kit	53	73	27	26	80	66
No response	1	2	1	2	2	1
Totals	73	100	49	100	122	100

Accuracy of information. The information contained in the media kits "Career Awareness" and "Career Interests" was believed to be either very accurate or accurate by 84 per cent of the respondents. No respondents viewed the contents of the kits as misleading. Complete data are presented in Table 10.

Effectiveness in attaining desired career education concepts. Ad indicated in Table 11, 82 per cent of the respondents indicated that the media kits were either very effective or effective in explaining the career concepts that the teachers wanted to include in their instructional unit.

Assessment of effectiveness of the activity sheets/suggestions to the media kits. Approximately two-thirds of the respondents indicated that the media kits were effective or very

TABLE 10. RESPONSES RECEIVED TO THE STATEMENT: "THE INFORMATION CONTAINED ON THE FILMSTRIPS/CASSETTES IS ..."

Response	Career Awareness f	%	Career Interests f	%	Combined f	%
Very accurate	13	18	12	25	25	21
Accurate	50	69	27	55	77	63
Generally true	9	12	9	18	18	15
Misleading	--	--	--	--	--	--
No response	1	1	1	2	2	1
Totals	73	100	49	100	122	100

TABLE 11. RESPONSES RECEIVED TO THE QUESTION: "TO WHAT DEGREE DO THE FILMSTRIPS/CASSETTES EXPLAIN THE CAREER CONCEPTS YOU WANTED TO INCLUDE IN YOUR INSTRUCTIONAL UNIT?"

Response	Career Awareness f	%	Career Interests F	%	Combined f	%
Very effective	13	18	11	22	24	20
Effective	47	64	27	26	74	62
Somewhat effective	11	15	10	20	21	15
No value	1	1	--	--	1	1
No response	1	2	1	2	2	2
Totals	73	100	49	100	122	100

effective in contributing to the use of the filmstrips/cassettes. Three per cent did indicate that they were of no value, while 9 per cent made no response. These data may be slightly confounded as 33 per cent of the respondents indicated that they had not used the activity sheets (see Table 9), while they may well have answered this question. None-the-less the activity sheets/suggestions appear to have an acceptable level of use, when coupled with the filmstrips/cassettes. Complete data are presented in Table 12.

TABLE 12. RESPONSES RECEIVED TO THE QUESTION: "TO WHAT DEGREE DO THE ACTIVITY SHEETS/SUGGESTIONS CONTRIBUTE TO THE UNDERSTANDING OF THE CAREER CONCEPTS CONTAINED IN THE FILMSTRIPS/CASSETTES?"

Response	Career Awareness f	%	Career Interests f	%	Combined f	%
Very effective	8	11	8	16	16	14
Effective	39	53	26	53	65	53
Somewhat effective	16	22	10	20	26	21
No value	2	3	2	4	4	3
No response	8	11	3	7	11	9
Totals	73	100	49	100	122	100

Pupils' career awareness or interests. An improvement in pupils awareness was reported by 97 per cent of the teachers who used "Career Awareness" with their classes. When the "somewhat

improved" was removed from consideration, and only the definitely positive responses were considered, nearly three-fourths (71 per cent) of the teachers reported an increased awareness. When queried regarding "Career Interests" one hundred per cent reported some improvement in interests. When the lowest category of positive response was removed, again nearly three of every four respondents replied in a highly positive manner (72 per cent). The same positive ratios prevailed when the two media kits were combined (71 per cent). Again, the inference which can be drawn is that these two media kits do, in the opinions of the respondents (teachers who have used either or both kits), improve pupils' career awareness and/or interests. Complete data are presented in Table 13.

TABLE 13. RESPONSES RECEIVED TO THE STATEMENT: "AS A RESULT OF USING THE MEDIA KIT(S) 'CAREER AWARENESS' AND/OR 'MY CAREER INTERESTS' PUPILS CAREER AWARENESS AND/OR INTERESTS ..."

Response	Career Awareness f	%	Career Interests f	%	Combined f	%
Greatly improved	6	8	5	10	11	9
Improved	46	63	30	62	76	62
Somewhat improved	18	25	14	28	32	26
Did not change	2	3	--	--	2	2
No response	1	1	--	--	1	1
Totals	73	100	49	100	122	100

Intentions to reuse the media kits again next year. When asked the question: "If available, would you use this media kit again next year?" 88 per cent of the respondents answered "yes." Only one per cent responded in the negative. It is the opinion of the researcher that this high per cent of positive responses indicates the usefulness and high regard in which these media kits are held by the teachers who responded to the opinionaire and who had used the media kits with their pupils. Data are presented in Table 14.

TABLE 14. RESPONSES RECEIVED TO THE QUESTION: "IF AVAILABLE, WOULD YOU USE THIS MEDIA KIT NEXT YEAR?"

Response	Career Awareness f	Career Awareness %	Career Interests f	Career Interests %	Combined f	Combined %
Yes	66	91	41	84	107	88
Not sure	6	8	6	12	12	10
No	--	--	1	2	1	1
No response	1	1	1	2	2	1
Totals	73	100	49	100	122	100

Assessment of the effectiveness of the materials. The re-pondents indicated an overall support of the materials relative to their instructional effectiveness when compared with other available instructional resources teachers have used. These

data are presented in Table 15. Of particular note is the fact that 81 per cent of the respondents rated the media kits as either "very effective" or "effective." Of most value to Consumer Power Company was the fact that this comparison was based upon the teachers assessment of their media kits when compared to those instructional materials which the teacher had used.

TABLE 15. RESPONSES RECEIVED TO THE QUESTION: "COMPARED TO OTHER INSTRUCTIONAL RESOURCES YOU HAVE USED, HOW EFFECTIVE WAS 'CAREER AWARENESS' AND/OR 'MY CAREER INTERESTS'?"

Response	Career Awareness f	%	Career Interests f	%	Combined f	%
Very effective	20	27	10	20	30	25
Effective	41	56	27	55	68	56
Somewhat effective	9	12	12	25	21	16
No value	2	3	--	--	2	2
No response	1	2	--	--	1	1
Totals	73	100	49	100	122	100

Continuing to look at instructional effectiveness, the teachers' opinions were sought regarding their assessment by asking: "How effective was 'Career Awareness' and/or 'My Career Interests' in helping pupils better understand themselves and others and their career interests?" Sixty-eight per cent of the respondents responded either "very effective" or "effective,"

while another 31 per cent said "somewhat effective." Not one respondent replied that the media kits were of no value. Again, these data provide reinforcement for the effectiveness of the materials provided by Consumers Power Company to the teachers in their distribution area. These data are presented in Table 16.

TABLE 16. RESPONSES RECEIVED TO THE QUESTION: "HOW EFFECTIVE WAS 'CAREER AWARENESS' AND/OR 'MY CAREER INTERESTS' IN HELPING PUPILS BETTER UNDERSTAND THEMSELVES AND OTHERS AND THEIR CAREER INTERESTS?"

Response	Career Awareness f	%	Career Interests f	%	Combined f	%
Very effective	15	21	7	14	22	18
Effective	38	52	23	47	61	50
Somewhat effective	19	26	19	39	38	31
No value	--	--	--	--	--	--
No response	1	1	--	--	1	1
Totals	73	100	49	100	122	100

Finally, in an attempt to compare effectiveness (importance of learnings) with materials of which the teacher had knowledge, but had not used, the question was asked: "Compared with other materials ad media pupils might use in your instructional program, how important were the learnings gained from 'Career Interests' and/or 'My Career Interests'?" Again the same positive

response pattern was obtained, with nearly three-fourths of the respondents responding in a highly positive manner. Data are provided in Table 17.

TABLE 17. RESPONSES RECEIVED TO THE QUESTION: "COMPARED WITH OTHER MATERIALS AND MEDIA PUPILS MIGHT USE IN YOUR INSTRUCTIONAL PROGRAM, HOW IMPORTANT WERE THE LEARNINGS GAINED FROM 'CAREER AWARENESS' AND/OR 'MY CAREER INTERESTS'?"

Response	Career Awareness f	%	Career Interests f	%	Combined f	%
Very important	15	21	6	12	21	18
Important	40	55	27	55	67	55
Somewhat important	15	21	16	33	31	25
Not at all important	2	2	--	--	2	1
No response	1	1	--	--	1	1
Totals	73	100	49	100	122	100

Respondents attitude toward industry sponsored media kits. Data concerning the respondents attitude toward industry sponsorship of the two media kits (which some may interpret as the "advertising message") show that this sponsorship had no effect or was unobtrusive is a preponderance of the cases (91 percent). Six per cent believed that the effect could not be determined, while two per cent believed that the sponsorship did intrude. These data are presented in Table 18.

TABLE 18. RESPONSES RECEIVED TO THE STATEMENT: "THE FACT THAT THIS MEDIA KIT IS INDUSTRY SPONSORED ..."

Response	Career Awareness f	%	Career Interests f	%	Combined f	%
Has no effect	46	63	18	37	64	52
Is unobtrusive	22	30	26	53	48	39
Intrudes	2	3	--	--	2	2
Cannot be determined	2	3	5	10	7	6
No response	1	1	--	--	1	1
Totals	73	100	49	100	122	100

Time spent in using media kits with pupils. When asked to estimate the amount of time they spent using the media kits with their classes, fully 40 per cent reported that they spent four or more hours with these materia. Of interest in looking at the data was the fact that over 20 per cent of the elementary teachers reported that they spent more than seven hours with the kit "Career Awareness." This extensive usage is believed to be the ultimate compliment to be paid these instructional resources. The teachers expressed their assessment of the materials in the amount of time they spent in using them with their classes. These data are presented in Table 19.

TABLE 19. RESPONSES RECEIVED TO THE QUESTION: "APPROXIMATELY HOW MUCH TIME DID YOU SPEND USING THE MEDIA KIT(S) 'CAREER AWARENESS' AND/OR 'MY CAREER INTERESTS'?"

	Career Awareness		Career Interests		Combined	
	f	%	f	%	f	%
Less than one hour	3	4	3	6	6	5
1 - 3 hours	34	47	28	57	62	51
4 - 6 hours	20	27	18	37	38	31
7 - 9 hours	10	14	--	--	10	8
10 or more hours	5	7	--	--	5	4
No response	1	100	49	100	122	100

ANALYSIS OF COMMENTS FROM INSTRUMENTS

Pupil learnings from media kits. Teachers were asked to tell "in their own words" what they believed their pupils learned from the media kit "Career Awareness" (Key No. 1-xxx). On the whole the comments appeared to be highly positive.

The following are representative comments: "I believe the pupils gained an overall knowledge of career awareness and how it applies to themselves and the feelings they have." (1-049, p. 53) "I used this kit with a third grade class. I had hoped to 'expose' the students to career and different, . . . roles they could strive for. I teach in . . . (an) agrarian community. Just exposing these children to optional careers to farming had their minds broaden to new modes of thinking in terms of career

roles." (1-147, p.53) "Better understanding of self, at least at an eight year old level. A start of being aware of the various careers available to them." (1-168, p.53) Continuing, but not in the positive line, one teacher remarked: "Not that much--my kids are all low income minorities and they could not relate to the filmstris)s) at all. Some of the worksheets were helpful in self-awareness areas." (1-152, p.53)

Supporting the fact that some kits were requested and used out of grade levels intended is this comment: "Since we are Kindergartners, some of the kit proved to be too long--too far over 'our' heads. However, we can utilize it, and we have." (1-144, p.53)

Selected comments received relative to the media kit "Career Interests" (Key No. 2-xxx) were as follows: "They learned that it was wise to prepare for more than one career since some careers become obsolete. In other words it is best to get a good general education first, then specialize later." (2-166, p.58) "I believe my pupils gained 100% in career interests. Not one pupil had even thought about or even considered a career. Now they are anxious to learn about many different types of careers and the training it takes." (2-243, p.59)

On a more negative note, one teacher wrote the following: "The majority of students showed little career interest at this time in their lives. The people in the filmstrip were the other guy." (2-165, p.59)

Again reinforcing the point of the proper placement (following catalog suggestions) were the following two comments, both illustrative of the fact that the users misplaced the materials: "This particular kit proved to be beyond the abilities of my students. Therefore, it was not as effective (and) they received less benefit from it, when compared to 'Understanding Myself and Others'." (2-021, p. 58) "The program is not appropriate for 11th and 12th grade students. It would be far more suitable to upper elementary and junior high. I have forwarded (it) to those appropriate classes in our school but they have not as yet been used." (2-322, p. 58)

Complete transcripts of all remarks received in answer to the question asked, from which these responses were chosen may be found in Appendixes B and C of this study. Most comments were quite positive and tend to support the value of the media kits. The reader should study these comments and draw his/her own conclusions.

Improvement of the educational program. Teachers were asked to provide suggestions for additional educational materials which Consumers Power Company might provide the teachers who used the media kits. The following are several representative comments received. It is suggested that the reader peruse all of them, which are contained in Appendix D.

"More kits like this on specific careers re: engineer, meter reader, secretary," (1-517, p. 61) Continue to supply teachers with

wholesome materials to use in educating children." (1-202, p. 61) "Would like some material about the life of some noteworthy prominent personality. Historical? From Michigan if possible?" (1-140, p. 61) (Author's note: this person teaches primary grades, and it is presumed that the request deals with that level.) "Just keep them coming. They are up to date!" (1-279, p. 61) "Target some materials toward minorities." (1-152, p. 61) "C.P. has done an excellent job in developing a variety (of educational materials). Thank God for the teacher guides with suggestions and questions for discussion." (2-105, p. 62) "A program for high school students, specifically 11th and 12th, would be very useful--with language and pictures geared for older students. (2-322, p. 62)

Other types of materials. Teachers also were asked if there were other types of materials they would like to see Consumers Power Company provide for use in their educational programs. The following are some typical responses. Again, it is suggested that the entire appendix (E) be read to get the broad range of suggestions received.

"Lower elementary material." (1-154, p. 64) "Materials dealing with applied science to technology and more on energy saving for consumers, but on the various developmental levels." (1-547, p. 64) "Some materials specifically designed for special education students would be helpful." (1-049, p. 65) "Film and cassette on role of students in energy conservation. Things that save money and energy." (2-196, p. 65) "I would appreciate the

availability of a local speakers bureau. This would facilitate the answering of ppil questions more thoroughly." (2-152, p. 66)

General comments. Finally, teachers were asked to make any general comments they wished. A complete transcript of these comments is contained in Appendix F.

"You have a very effective educational group and teachers appreciate your assistance." (1-512, p. 68) "I appreciate and use materials that are student oriented and sponsored by industry. I do not use industrial commercials. (1-531, p. 68) "I appreciate having these materials available as I have very little materials available for my use in our career study due to shorage of funds." (1-513, p. 68) "I don't mind using industry sponsored materials if company is not too pushy about their own product and truly teach a concept." (1-148, p. 69) "Be careful--realistic--truthful--kids are very (quick) to pick up on any bias presented in any materials that are slanted." (2-105, p. 69) "It is good to see industry showing concern for what is going on in the schools and making resources available. More companies should do this!" (2-037, p. 69) "Industry sponsored materials are fine as long as they do not advertise while educating." (2-269, p. 69) "Am concerned about the costs being added to already high utility bills. Private industry is a different matter." (2-247, p. 70) "They (industry) seem to have money to provide exciting materials for kids. With all the money shortages in school, industry sponsored materials become very appreciated." (1-079, p. 70)

CHAPTER III

SUMMARY, FINDINGS, AND CONCLUSIONS

This final chapter is presented in three sections. The first section deals with the problem of the study and outlines the procedures which were followed. The second section recapitulates the findings of the research itself. The third and final section states certain conclusions which were drawn from the findings and offers recommendations for further study.

SUMMARY

The problem. The problem of this study was to analyze teacher assessment of the following factors related to the media kits "Career Awareness" and "Career Interests" provided these teachers by Consumers Power Company.

These problems were:

1. An analysis of teachers' opinions concerning how the media kits fit into their instructional programs.

2. An attempt to determine the recipient's reason for requesting the media kits.

3. An assessment of the use made of the media kits by the recipients.

4. An assessment of the instructional effectiveness of the media kits when contrasted with other instructional materials (not determined) available to the teacher.

5. The effectiveness of the media kits' contents in the instructional program.

6. The teachers' opinions of the effect upon students of the fact that the media kits were industry sponsored.

7. A compilation of user comments based upon the above items, and selected comments were presented.

Methodology. A normative survey was conducted, using an instrument specifically developed for this study, of teachers who had received the media kits "Career Awareness" and/or "Career Interests" from Consumers Power Company. These materials were provided teachers at no cost. An initial population of 359 persons was selected. A follow-up postal card was used to increase the per cent of response.

FINDINGS

The following findings, indicated by the results of the analysis of the data were reported:

1. Forty-seven per cent of the opinionaires was returned in usable form. Because of this rate of response generalizations were drawn to the population of the users of the materials.
2. The catalog from the company was mentioned most frequently (80 per cent) as the means by which teachers learned of the availability of the edicational materials distributed by Consumers Power Company.
3. The matter of acceptability was judged using several factors. These factors are analyzed separately and then summarized:

a. A total of 81 per cent judged the media kits as either very effective or effective when compared with other available instructional resources.

b. A total of 23 per cent judged the content as being either very important or generally important when compared with other resources.

c. A total of 88 per cent of the respondents replied that they would reuse the media kits again next year. These results, when analyzed in their entirety, show a highly positive degree of acceptance of the educational media kits provided by Consumers Power Company on the part of the using teachers.

4. When asked about their opinion of the media kits in view of their being industry sponsored, 91 per cent of the respondents believed it either had no effect or that it was unobtrusive. Only two (2) per cent of the respondents indicated that this sponsorship intruded upon the usefulness of the media kits.

5. The respondents' attitudes toward the educational materials provided by Consumers Power Company, as determined by an interpretation of the overall response pattern, were highly favorable and positively oriented.

6. A subjective evaluation of the comments received from the opinionaire led the investigators to classify these as highly favorable and supportive.

CONCLUSIONS

Based upon the data collected, the analyses made, and the findings reported, the following conclusions were drawn:

1. The respondents who reported using the media kits are favorably inclined toward their instructional contents.
2. Because of the highly favorable responses from those teachers who reported using the media kits, it is believed that these media kits have a place in the schools of Michigan. This finding is supported by previously reported research. The conclusion therefore is drawn that Consumers Power Company should continue to provide these and similar materials to teachers.
3. The responses indicate that these educational materials have great instructional value to the users, particularly in providing career awareness and increased interest on the part of pupils.
4. The respondents in this study welcome these materials as instructional resources.
5. Examination of the comments made by the users reinforces the positive nature of the above stated conclusions. These media kits were well received. The reader is advised to study these comments in detail.

Recommendations for further study. Since the present study revealed a positive attitude toward and acceptance of the educational materials provided by Consumers Power Company, studies

should be continued in this area. Other trade organizations and members of the industrial community should consider sponsorship of similar studies in order to confirm or refute the findings of this study.

Consumers Power Company should institute a study of the entire population of users of their materials. This study should cover all levels, concentrating upon replies from superintendents of schools, building principals, and teachers of science and social studies (their two primary users groups). This study should cover suggestions for the direction of their educational program into the mid-1980's, concentrating upon such areas as energy conservation, nuclear plants used in energy production, and the future of energy in the United States and throughout the world.

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APPENDIX A

Charles R. DuVall & Associates
EDUCATION CONSULTANTS
1520 BERKSHIRE DRIVE • SOUTH BEND, INDIANA 46614

CHARLES R. DU VALL, Ph.D. (219) 291-6485

October 30, 1981

Dear Teacher:

Records indicate that you obtained, either from your Media Center or by direct request from your electric utility company, the media kit CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS. This media kit was made available to you and your school by Consumers Power Company of Jackson, Michigan. The Consumers Power Company has retained us, an independent research organization, to evaluate the use which was made of this educational tool.

Will you please take a few minutes of your time to complete the enclosed opinionaire concerning the media kit CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS? If you did not use this media kit with your class(es) but gave it to another teacher, please give this evaluation form to that teacher.

I value your response. The results of this survey will aid Consumers Power Company in the preparation of future educational materials. Your cooperation is needed and will be greatly appreciated. Enclosed is a self-addressed, postage paid envelope for your convenience in replying.

Consumers Power Company will be happy to share a summary of the results of this study with you if you will complete the enclosed mailing label and return it with your completed opinionaire. Thank you for your cooperation in this educational evaluation.

Sincerely,

Charles R DuVall

Charles R. DuVall
Research Consultant

Encl.

BEST COPY AVAILABLE

CONSUMERS POWER COMPANY: OPINIONAIRE No. 1 - _____ (for office use only)

Please answer the following questions concerning yourself and your school. Place the letter of the most appropriate response in the blank at the left. Your responses will be transferred to IBM cards.

_____ 1. In what size community do you teach?
A. Rural
B. Small town (under 10,000)
C. Town (10-50,000)
D. City (over 50,000)
E. Suburban
(1)

_____ 2. What is the highest educational degree you hold?
A. Less than bachelor's
B. Bachelor's degree
C. Bachelor's degree plus
D. Master's degree
E. Master's degree plus
F. Specialist's degree
G. Doctorate
(2-3)

_____ 3. How many years of teaching experience do you have?
A. Student
B. 1 - 3
C. 4 - 7
D. 8 - 10
E. 11 - 20
F. 21 - 30
G. 31 - 40
H. 41+
(4-5)

4. At what level do you teach? (check all appropriate
__ Early childhood (-K)
__ Kindergarten
Grade: __1, __2, __3,
Grade: __4, __5, __6.
Grade: __7, __8, __9,
Grade: __10, __11, __12
__ College/University
__ Other (specify) _____
(6-21)

CONSUMERS POWER COMPANY is interested in your evaluation of its educational media kit.

During the last school year records indicate that you ordered CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS from your school media center or CONSUMERS POWER COMPANY.

_____ 5. Did you receive the media kit you ordered?

A. Yes B. Not sure C. No (If answer is NO stop here and return opinionaire)
(22)

_____ 6. How did you learn of the availability of this media kit?
A. AV Director
B. Librarian
C. Another teacher
D. Building principal
E. Catalog from CONSUMERS POWER COMPANY
F. Newspaper-magazine ad
G. Regional Educational Materials Center (REMC)
H. College/university course
I. School district in-service course
J. Other (specify) _____
(23-24)

PLEASE TURN PAGE

____ 7. If the media kit was received from your media center or the company but NOT USED YET, check here and return opinionaire. IF USED—please continue.

8. What was your purpose in requesting this media kit? (Check all appropriate responses.)
__ A. Looking for current materials in career awareness.
__ B. Have special need for career awareness materials.
__ C. Curious to see what the electric utility industry had to offer.
__ D. Interested in materials on career awareness.
__ E. Looking for materials for more capable pupils.
__ F. Looking for materials for less capable pupils.
__ G. Looking for materials for entire class.
__ H. Other (specify) _____ (25-32)

9. What use did you make of this media kit after you received it
__ A. As supplementary material.
__ B. As basic material for an instructional unit.
__ C. As teacher reference material.
__ D. As pupil reference material.
__ E. As enrichment material for more capable pupils.
__ F. As enrichment material for less capable pupils.
__ G. As enrichment material for the entire class.
__ H. Other (specify) _____ (33-40)

10. In using the media kit CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS , which of the following did you use?
__ A. Teachers Guide
__ B. Filmstrips and Cassettes
__ C. Activity Sheets
__ D. All materials included in kit. (41)

____ 11. The information contained on the filmstrips/cassettes is
A. Very accurate C. Generally true
B. Accurate D. Misleading (42)

____ 12. To what degree do the filmstrips/cassettes explain the career concepts you wanted to include in your instructional unit?
A. Very effective C. Somewhat effective
B. Effective D. No value (43)

____ 13. To what degree did the activity sheets contribute to the understanding of the career concepts contained in the filmstrips/cassettes?
A. Very effective C. Somewhat effective
B. Effective D. No value (44)

____ 14. As a result of using the media kit CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS pupils' career awareness
A. Greatly improved C. Somewhat improved
B. Improved D. Did not change (45)

____ 15. If available, would you use this media kit next year?
A. Yes B. Not sure C. No (46)

____ 16. Compared with other instructional resources you have used, how effective was CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS?
A. Very effective C. Somewhat effective
B. Effective D. No value (47)

____ 17. How effective was CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS in helping pupils better understand themselves and others and their career interests?
A. Very effective C. Somewhat effective
B. Effective D. No value (48)

____ 18. Compared with other materials and media pupils might see in your instructional program, how important were the learnings gained from CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS?
A. Very important C. Somewhat important
B. Important D. Not at all important (49)

____ 19. The fact that this media kit is industry sponsored
A. Has no effect C. Intrudes
B. Is unobtrusive D. Cannot be determined (50)

____ 20. Approximately how much time did you spend using the media kit CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS?
A. less than one hour D. 7-9 hours
B. 1-3 hours E. 10 or more hours
C. 4-6 hours (51)

21. Please tell us in your own words what you believe your pupils learned from the media kit CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS.

PLEASE TURN PAGE

22. Have you any suggestions for ways in which CONSUMERS POWER COMPANY can improve their educational program?

23. Are there other types of educational materials you would like to see CONSUMERS POWER COMPANY provide teachers?

24. Use this space for any general comments you may have about industry sponsored educational materials.

I will be happy to participate in an in-depth telephone interview concerning my views of CAREER AWARENESS; UNDERSTANDING MYSELF AND OTHERS. Please indicate the best day(s) and time to reach you (calls will be made on a person-to-person basis after November 15,1981).

Name _____

Telephone Number: Area _____Number_____Ext._____

Best time to reach me: Day(s) M Tu W Th F Sa

Time _____EST

. . . . . .

Return to: Charles R. DeVall and Associates
Research Consultants
1530 Berkshire Drive
South Bend, Indiana 46614

Charles R. DuVall & Associates
EDUCATION CONSULTANTS
1620 BERKSHIRE DRIVE • SOUTH BEND, INDIANA 46614

CHARLES R. DU VALL, Ph.D.

(219) 291-6485

October 30, 1981

Dear Teacher:

Records indicate that you obtained, either from your Media Center or by direct request from your electric utility company, the media kit MY CAREER INTERESTS NOW AND IN THE FUTURE. This media kit was made available to you and your school by Consumers Power Company of Jackson, Michigan. The Consumers Power Company has retained us, an independent research organization, to evaluate the use which was made of this educational tool.

Will you please take a few minutes of your time to complete the enclosed opinionaire concerning the media kit MY CAREER INTERESTS NOW AND IN THE FUTURE? If you did not use this media kit with your class(es) but gave it to another teacher, please give this evaluation form to that teacher.

I value your response. The results of this survey will aid Consumers Power Company in the preparation of future educational materials. Your cooperation is needed and will be greatly appreciated. Enclosed is a self-addressed, postage paid envelope for your convenience in replying.

Consumers Power Company will be happy to share a summary of the results of this study with you if you will complete the enclosed mailing label and return it with your completed opinionaire. Thank you for your cooperation in this educational evaluation.

Sincerely,

Charles R DuVall

Charles R. DuVall
Research Consultant

Encl.

CONSUMERS POWER COMPANY: OPINIONAIRE No. 2 -

Please answer the following questions concerning yourself and your school. Place the letter of the most appropriate response in the blank at the left. Your responses will be transferred to IBM cards.

_____ 1. In what size community do you teach?
A. Rural
B. Small town (under 10,000)
C. Town (10-50,000)
D. City (over 50,000)
E. Suburbs
(1)

_____ 2. What is the highest educational degree you hold?
A. Less than bachelor's
B. Bachelor's degree
C. Bachelor's degree plus
D. Master's degree
E. Master's degree plus
F. Specialist's degree
G. Doctorate
(2-3)

_____ 3. How many years of teaching experience do you have?
A. Student
B. 1 - 3
C. 4 - 7
D. 8 - 10
E. 11 - 20
F. 21 - 30
G. 31 - 40
H. 41+
(4-5)

4. At what level do you teach? (Check all appropriate responses)
__Early childhood (-k)
__Kindergarten
Grades: __1, __2, __3,
Grades: __4, __5, __6,
Grades: __7, __8, __9,
Grades __10, __11, __12
__College/University
__Other (specify) _____
(6-21)

CONSUMERS POWER COMPANY is interested in your evaluation of its educational media kit.

During the last school year records indicate that you ordered the media kit MY CAREER INTERESTS NOW AND IN THE FUTURE from you school media center or CONSUMERS POWER COMPANY.

_____ 5. Did you receive the media kit you ordered?
A. Yes B. Not sure C. No (If answer is NO stop here and return opinionaire)
(22)

_____ 6. How did you learn of the availability of this media kit?
A. AV Director
B. Librarian
C. Another teacher
D. Building principal
E. Catalog from CONSUMERS POWER COMPANY
F. Newspaper-magazine ad
G. Regional Educational Materials Center (REMC)
H. College/university course
I. School district in-service course
J. Other (specify) _____
(23-24)

PLEASE TURN PAGE

____ 7. If the media kit was received from your media center or the company but NOT YET USED, check here and return opinionaire. If USED--please continue.

8. What was your purpose in requesting this media kit? (Check all appropriate responses.)
__ A. Looking for current materials in career education.
__ B. Have special need for career education materials.
__ C. Curious to see what the electric utility industry had to offer.
__ D. Interested in materials on career education.
__ E. Looking for materials for more capable pupils.
__ F. Looking for materials for less capable pupils.
__ G. Looking for materials for entire class.
__ H. Other (specify) _____ (25-32)

9. What use did you make of this media kit after you received it? (Check all appropriate responses.)
__ A. As supplementary material.
__ B. As basic material for an instructional unit.
__ C. As teacher reference material.
__ D. As pupil reference material.
__ E. As enrichment material for more capable pupils.
__ F. As enrichment material for less capable pupils.
__ G. As enrichment material for entire class.
__ H. Other (specify) _____ (33-40)

10. In using the media kit MY CAREER INTERESTS NOW AND IN THE FUTURE, which of the following did you use?
__ A. Teachers Guide
__ B. Filmstrips and Cassettes
__ C. Activity suggestions
__ D. All materials included in kit. (41)

____ 11. The information contained on the filmstrips/cassettes is
A. Very accurate C. Generally true
B. Accurate D. Misleading (42)

____ 12. To what degree do the filmstrips/cassettes explain the career concepts you wanted to include in your instructional unit?
A. Very effective C. Somewhat effective
B. Effective D. No value (43)

____ 13. To what degree did the activity suggestions contribute to the understanding of the career concepts contained in the filmstrips/cassettes?
A. Very effective C. Somewhat effective
B. Effective D. No value (44)

____ 14. As a result of using the media kit MY CAREER INTERESTS NOW AND IN THE FUTURE pupils career awareness
A. Greatly improved C. Somewhat improved
B. Improved D. Did not change (45)

____ 15. If available, would you use this media kit next year?
A. Yes B. Not sure C. No (46)

____ 16. Compared with other instructional resources you have used, how effective was MY CAREER INTERESTS NOW AND IN THE FUTURE?
A. Very effective C. Somewhat effective
B. Effective D. No value (47)

____ 17. How effective was MY CAREER INTERESTS NOW AND IN THE FUTURE in helping pupils better understand themselves and others and their career interests?
A. Very effective C. Somewhat effective
B. Effective D. No value (48)

____ 18. Compared with other materials and media pupils might use in your instructional program, how important were the learnings gained from MY CAREER INTERESTS NOW AND IN THE FUTURE?
A. Very important C. Somewhat important
B. Important C. Not at all important (49)

____ 19. The fact that this media kit is industry sponsored
A. Has no effect C. Intrudes
B. Is unobtrusive D. Cannot be determined (50)

____ 20. Approximately how much time did you spend using the media kit MY CAREER INTERESTS NOW AND IN THE FUTURE?
A. less than one hour D. 7-9 hours
B. 1-3 hours E. 10 or more hours
C. 4-6 hours (51)

21. Please tell us in your own words what you believe your pupils learned from the media kit MY CAREER INTERESTS NOW AND IN THE FUTURE.

PLEASE TURN PAGE

22. Have you any suggestions for ways in which CONSUMERS POWER COMPANY can improve their educational program?

23. Are their other types of educational materials you would like to see CONSUMERS POWER COMPANY provide teachers?

24. Use this space for any general comments you may have about industry sponsored educational materials.

I will be happy to participate in an in-depth telephone interview concerning my views of MY CAREER INTERESTS NOW AND IN THE FUTURE. Please indicate the best day(s) and time to reach you (calls will be made on a person-to-person basis after November 15, 1961).

Name _____

Telephone Number: Area _____ Number _____ Ext._____

Best time to reach me: Day(s) M Tu W Th F Sa Su

Time _____ EST

. . . . . .

Return to: Charles R. DeWall and Associates
Research Consultants
1520 Berkshire Drive
South Bend, Indiana 46614

November 27, 1981

Dear Teacher:

A few weeks ago you received an opinionaire regarding the media kit(s) provided by CONSUMERS POWER COMPANY. There are actually two kits so your opinion was sought on either (1) CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS and/or (2) MY CAREER INTERESTS NOW AND IN THE FUTURE.

Please consider that your opinion is valued. Responses to this opinionaire will help CONSUMERS POWER COMPANY in the development of new and useful educational materials. If you have already responded please accept our thanks. If you have not yet done so PLEASE RESPOND AT ONCE. Your help is needed and appreciated.

Thank you--and have a happy holiday season!!!

Sincerely, Charles R. DeVall

APPENDIX B

APPENDIX B

Responses received to statement "Please tell us in your own words what you believed your pupils learned from the media kit CAREER AWARENESS: UNDERSTANDING MYSELF AND OTHERS."

I believe the pupils gained an overall knowledge of career awareness and how it applies to themselves and the feelings they have. (1-049)

They have a better understanding of what careers are available to them. (1-068)

I think they learned that careers in all fields are necessary and that many roads are open to them. They also learned the importance of careers in science as they pertain to our future. (1-078)

The pupils enjoyed the kit and gained insight from it. It was geared to them and therefore I feel most beneficial. (1-133)

Since we are Kindergartners, some of the kit proved to be too long--too far over "our" heads. However, we can utilize it; and we have. (1-144)

I used this kit with a third grade class. I had hoped to "expose" the students to careers plus different types of roles they could strive for. I teach in a very agrarian community, just exposing these children to optional careers to farming had their minds broaden to new modes of thinking in terms of career roles. (1-147)

General awareness. (1-148)

Not that much--my kids are all low income minorities and they could not relate to the filmstrip at all. Some of the worksheets were helpful in self-awareness areas. (1-152)

First two in kit most effective in dealing with Self and Responsibility with group of special ed. students. Helped to branch off in other job opportunities and led to further discussions. (1-158)

Good source for additional thoughts on a very important topic. (1-166)

Better understanding of self--at least at an 8 yr. old level. A start at being aware of the various careers available to them. (1-168)

Introduced to Career Awareness; allows them to make choices and reasons. (1-198)

Improved self-understanding, self-respect which led to more positive self-concepts. (1-215)

Some possibilities for self-expression. Learning to share and recognize other's feelings. (1-231)

Developed a better understanding of themselves and were able to relate this understanding to more effective and positive actions and leadership. (1-251)

An idea of the multitude of jobs there are. (1-267)

More to think about in a deeper way. I was pleased with the kit. (1-271)

They better can see why they are in school and the many choices they will soon have. (1-279)

What careers are in demand now and what will be in the near future. (1-508)

Don't have time to follow thru. (1-523)

In conjunction with our Green circle program (values) it helped sensitize the students to to others and their needs as well as their own needs. (1-531)

We used the cassette and tape as an introduction to the concept that all people are different and that their different interests, likes, dislikes, abilities and talents would make them suited for different types of jobs. (1-533)

1. An appreciation of others going through the same process of growing up and beginning to understand themselves. 2. Empathy (in some of the things talked about) for self and others. 3. An understanding that each person is unique and has strengths--weaknesses, interests and likes and dislikes, but each can contribute to the overall good, progress. (1-547)

They became aware of some jobs which could become available to them. (1-007)

They would have learned more if the careers, talked about in the filmstrip, were covered more completely. More information and details were needed about them--more visual aides. (1-046)

The class last seemed somewhat restless but I believe it had something to do with the specific time it was shown--too many other things going on. (1-140)

In depth view of self-awareness as to kind of person they are--relating to others and accepting of others--qualities needed in performing roles in family--social, school, career settings. Awareness of characterisitics possessed by self- and how applicable to goven roles. (1-062)

The kit deals with much more personality development, than I expected, I had hoped for more material dealing much more directed to careers. (1-154)

Some basis to help them identify their feelings--understandings of what may be needed as they continue to study. (1-159)

It made them think about themselves. We had many discussions on the activity sheets. I fell at school in April and broke my left arm at the shoulder in 2 places, so I was out the rest of the year. The sub carried on my plans with the activity sheets. (1-173)

Students felt good about their future career. They weren't so fearful of making choices as they were before. They expressed their opinions more freely. (1-202)

I have 16 graduate hours (not my MA) in Counseling and Career Guidance so I am very interested in this subject (because I am interested--my children are!). I think career preparation is very important. (1-247)

A better self concept; an appreciation of available jobs for them when they graduate from h.s. (1-280)

The cassette on feelings was most effective--it clarified them for the children. (1-316)

We discussed some things that were normally hard to begin discussing. Got the ball rolling. (1-512)

Job awareness; self-evaluation. (1-517)

I feel students understand source of their feelings. They tend to examine them objectively rather than subjectively. (1-541)

Students were motivated to do many follow-up activities on feelings and friends. (1-549)

What careers are available; what kind and type of work is done in the careers; what sort of training is required for the careers. (1-259)

Looked at job ideas for themselves in the future. Better understanding of what goes on in the working world. (1-067)

An awareness of a variety of careers and the specific needs and requirements of some occupations. (1-177)

They learned to know themselves a little better. The kit was a good springboard for a lot of very worthwhile discussions. (1-079)

My students were particularly interested in the types of jobs explained--the skills necessary and to see them in action. (1-152)

APPENDIX C

APPENDIX C

Responses received to statement "Please tell us in your own words what you believed your pupils learned from the media kit MY CAREER INTERESTS NOW AND IN THE FUTURE."

This particular kit proved to be beyond the abilities of my students. Therefore, it was not as effective and they received less benefit from it when compared to "Understanding Myself and Others." (2-021)

Awareness that career selection can begin now and be chosen accurately, then, at the time of college or trade school. (2-081)

That a variety of careers are available, but you must find out if your selected field will need many workers or just a few. (2-098)

Increased awareness of the working world. Broadened the view of "what I can do." (2-138)

They learned that it is wise to prepare for more than one career since some careers become obsolete. In other words it is best to get a good general education first and then specialize later. (2-166)

It has been quite awhile since I have had the outfit. I do remember the kit covering the main points in career choice criteria. (2-269)

The program is not appropriate for 11th and 12th grade students. It would be fare more suitable to upper elementary and junior high. I have forwarded to those appropriate classes in our school but they have not as yet been used. (2-322)

Awareness of jobs in and around our town. (2-501)

I feel it was quite effective in preparing the students for their different career choice areas in the professional fields and how you must prepare for them. It also gave them an idea of although being your own boss has its advantages it also has its disadvantages. (2-520)

That the world of work is in constant change. (2-524)

I did not understand that I was to keep the kit--I returned to the company. (2-530)

They learned awareness of careers and options opened to them. (2-014)

Exposed to a wide variety of careers. (2-023)

There are many career opportunities outside of the auto industry. (2-033)

Basic info on current and future job trends. (2-037)

They became more aware of the world of work and the many options for employment. (2-078)

Students are more aware of change in careers--have to be prepared to change. Very good in self ownership of a business as an option. More aware of the need to make a commitment to a career requiring additional training and education (2-105)

It helped pupils become aware of opportunities in a career area. From what I recall, the pupils were very interested in the materials and had a good discussion. The kit was shared in the district and cannot be located at present. (2-136)

The majority of students showed little career interest at this time in their lives. The people in the filmstrip were "the other guy." (2-165)

The kit gave the students plenty to think of. From a self-examination of strengths and weaknesses to the thinking stage of the type of career. Ideas are presented that will help in all areas of employment, and the material emphasized that a career sets the stage for the entire life style. (2-196)

Filmstrp 2 was very good and the business teacher was able to directly relate it to the business world. I used filmstrip 1 as a jumping off print to introduce careers. (2-301)

The importance of thinking carefully about their career selection now. That all jobs that they know about now will not be available in the future. (2-503)

They had to set up businesses and we wanted to acquaint them with selling as well as service-type business and a little with the banking system. It did give some ideas for our society. as better when used the kit than the year before that. (2-332)

I believe my students received an understanding about how the occupations that are in demand today may not be in demand later. (2-224)

I believe my pupils gained 100% in career interests. Not one pupil had even thought about or considered a career. Now they are anxious to learn about many different types of careers and the training it takes. (2-243)

APPENDIX D

APPENDIX D

Responses received to the question "Have you any suggestions for ways in which CONSUMERS POWER COMPANY can improve their educational program?"

No. Well done! (1-549)

More kits like this on specific careers re. engineer, meter reader, secretary. (1-517)

Have used several of your kits with successful results. (1-512)

More on emotions, communication and assertiveness. (1-316)

Be sure to include activity sheets with the kit. I didn't have any at first, so didn't use all F.S. and tapes. (1-280)

Continue to supply teachers with wholesome materials to use in educating children. (1-202)

This material was much too old for 3rd grade. (1-171)

Good materials. (1-159)

Keep on with the kits and movies; I think this is great! (1-154)

Would like some material about the life of some noteworthy prominant personality. Historical? From Michigan be possible? (1-140)

If cost would not prohibit, individual hands-on student materials would be helpful. (1-137)

Present material a little less biased. Emphasize classes needed (courses) so that proper counseling can be obtained. (1---7)

Produce more material related to "jobology." (1-508)

Just keep them coming. They are up to date! (1-279)

I think it is super and very helpful. (1-215)

No, reading was a little difficult for some students, but you can't change that. (1-198)

No, keep up the good work. It really helps to have these excellent materials to use to help get a point across. (1-168)

Make materials for more advanced students in career awareness. (1-166)

Continue publishing kits as you have been doing. (1-158)

Target some materials toward minorities. (1-152)

Build a whole series on career awareness and investigation. (1-148)

Lower elementary grades can't benefit from your kit and this is unfortunate. (1-147)

I think they're doing a good job. (1-144)

No, I've been very pleased with all of the materials and the service I have received from Consumers Power. (1-078)

No. (1-532, 2-220, 1-267, 1-077, 1-173, 1-247, 2-503, 2-301 2-524, 2-078, 2-081, 2-098, 1-259, 1-079, 2-332, 2-156,

A cassette discussing how the wise choice of a career influences your entire life, where you live, your leisure. (2-196)

This particular kit has proven the least useful to me of all the C.P. I have used. (2-165)

C.P. has done an excellent job in developing a variety. Thank God for the teacher guides with suggestions and questions for discussion. (2-105)

Just keep making materials available. (2-037)

I think the career materials are excellent. (2-520)

A program for high school students (specifically 11th & 12th) would be very useful--with language and pictures geared for older students. (2-322)

Keep the films, etc., current clothing, cars, scientific concepts. (2-274)

I thought it needed updating. (2-269

No--very helpful as is. (2-166)

Not at this time. (2-247, 2-152)

Continue to up-date. (1-177)

1) The tapes went too fast. 2) The tapes were too long. 3) Was not appropriate for lower el. 4) Tape two voice--good. (1-034)

APPENDIX E

APPENDIX E

Responses received to the question "Are there other types of educational materials you would like to see CONSUMERS POWER COMPANY provide teachers?"

Engery (1-247)

No, I haven't time. (1-173)

Energy conservation--turn off the water, lights. (1-267)

Energy uses and abuses; how to conserve. (1-532 & 2-220)

Yes, environment, animal habitats, animal behaviors, ecology--conservation. (1-549)

Matric materials (1-517)

Use your electrical kit also. You put together very useful kits in the science area. (1-512)

More on emotions, communication and assertiveness. (1-316)

Yes, programs which convey a message of social justice among the young and old. (1-202)

I would like the posters to use in my classroom--"Be Safe." (1-159)

Lower elementary material. (1-154)

Energy conservation at el. level. Ideas for them to take home and ones they can make use of at present and carry into future--habit forming rituals in audio visual form (film?) turning off lights, closing doors, etc. (1-062)

How about U.S. geography related material? Simple map studies? (1-137)

Materials dealing with applied science to technology and more on energy saving for consumers, but on the various developmental levels. (1-547)

More like that. (1-523)

Interviewing techniques (1-508)

Economics, computers and how we'll be using them. (1-279)

More of the same and studies of peoples in other lands and their customs. Ex: "Christmas in Many Lands." (1-251)

Tape cassettes with stories or perhaps stories to read to class. (1-231)

I can't think of any. (1-215)

Yes! Space exploration, Michigan history (1-198)

Some materials specifically designed for special education students would be helpful. (1-049)

No. (1-078, 2-156, 1-259)

Film & cassette on role of students in energy conservation. Things that save money and energy. (2-196)

I am very satisfied with the materials as is. (2-165)

Do something relating the 15 occupational clusters (U.S. Office of Education) to different careers. (2-105)

A series of filmstrips which give the characteristics of the various job clusters would be helpful. (2-520)

How CP interviews candidates--employee tips for promotion and job security; available jobs and training programs. (2-322)

More of the same. (2-274)

Something in the metric system, especially a whole unit. (2-269)

Yes, the importance of discipline to their, the children's future. (2-166)

Yes, items such as social security; job interviews. (2-524)

More of the same. (2-078)

Unsure. (2-081)

Yes. (1-068)

The filmstrips and cassettes are great for learning centers. (1-539)

I would like to see additional materials on safety for upper elementary. I use your charts now! (1-004

1) Materials appropriate for lower el. (slower with maybe songs or other activities to follow-up idea. (1-034)

Continued use of 16mm films. (1-177)

Social studies films--how we work together in different careers for a complete society. (1-079)

I would like to see a catalog if possible. (2-332)

I would appreciate the availability of a local speakers bureau. This would facilitate the answering of pupil questions more thoroughly. (2-152)

APPENDIX F

APPENDIX F

Responses received in answer to the statement "Use this space for any general comments you may have about industry sponsored educational materials."

Always a good idea--some of the best mat'l come from industry. (1-247)

I haven't used any before. (1-173)

Fine if it isn't blatantly pushing the industry name and goals. Example: McDonald's Ditto Master Books are excellent. (1-077)

Most are excellent and extremely helpful. (1-532 & 2-220)

Excellent. (1-549), (1-140)

You have a very effective educational group and teachers appreciate your assistance. (1-512)

They are colorful, convey a message and their high interest content is of value to a teacher. (1-202)

I'm appreciative about your interest! (1-159)

I think most of the materials are excellent! You provide a varvelous service! (1-137)

Thanks for offering this free and helpful tool! (1-046)

Material was good, but highly biased. (1-007)

I appreciate and use materials that are student oriented and sponsored by industry. I do not use industrial commercials. (1-531)

I appreciate having these materials available as I have very little materials available for my use in our career study due to shortage of funds. (1-513)

It's a good idea that a co. like Consumers Power Co. be involved in producing educational material of this kind. (1-508)

I truly appreciate them. (1-279)

Provides materials which we would not have access to if they didn't produce them. (1-251)

Thank you! (1-231)

They are a great asset, especially now when purchase power for schools is so low. (1-215)

I'm glad to see your active part in education. (1-198)

Generally excellent and appreciated. (1-168)

I see no problem. (1-166)

I don't mind using industry sponsored materials if co. is not too pushy about their own product and truly teach a concept. (1-148)

They are worthwhile and an extra boost to the teacher! (1-133)

It would be helpful if Consumer's sent out catalogs at the beginning of each school year. Last year I wrote for the catalog and I was hoping that one would be sent to me this year. (1-049)

I find some media kits and movies to be geared more toward advertisement than education. I feel very lucky to have kits that are educational available to me to use. (1-078)

I think it's great that they're available! (1-068)

I used many industry sponsored charts, films booklets while teaching agriculture and I wish more things were available from business and industry. (2-196)

Be careful--realistic--truthful--kids are very smart to pick up on any bias presented in <u>any</u> materials that are slanted. (2-105)

It is good to see industry showing concern for what's going on in the schools and making resources available. More companies should do this! (2-037)

Industry has a place in education as long as bias such as justifications for rate increases and the like are left out. (2-033)

I appreciate any help from industry I can get; especially with the economic pinch. I especially like large employers presenting programs on what <u>they</u> look for in a good employee. (2-322)

Have enjoyed. (2-274)

All the materials I have received from Consumers Power Co. have been very useful in my classroom. (2-270)

Industry sponsored materials are fine as long as they do not advertise while educating. (2-269)

Meets the needs of students in a very positive, realistic way. (2-138)

A big thank you!! (2-524)

Keep up the good work. (2-078)

Very well presented. Any contests in the planning stages for student involvement? (2-156)

Very good. (1-259)

Am concerned about the costs being added to already high utility bills. Private industry is a different matter. (2-247)

It is helpful for companies to supply educational materials to schools, especially with school finances being so short--that many supplies are cut. (2-514)

I believe they are very informative and up to date. (2-224)

There is a definite correlation of pupil interest in materials from familiar industries. It is much more relevant when they hear the name of a familiar company. (2-152)

They seem to have money to provide exciting materials for kids. With all the money shortages in school, industry sponsored materials become very appreciated. (1-079)

I have used your materials for years. I would like to see more geared to 4th, 5th & 6th grades. 1-004)

It's great--keep them coming. (2-539)